

Work in groups of two at your tables—find a different partner than you had in the first activity. Then, each pair should choose a different scenario to discuss. You will have 10 minutes to make notes on what you would do in this scenario and how, as the teacher, you would reflect on this situation. Be ready to summarize your discussion **for a minute or two at your table**.

Scenario 1

You have scheduled a unit exam for Wednesday. Nelia emails you to request permission to re-schedule the exam because she has to work that afternoon. You deny the request and remind her that the syllabus states there are no make-up exams allowed. Nelia is unable to reschedule her work shift, and therefore gets a 0 on the exam. On the day of the exam, Rana emails you to say she is sick and cannot attend class to take the exam. She promises to bring a doctor's note to the next class and asks for permission to re-take the exam. You agree. Later that weekend, Nelia asks Rana where she was on Wednesday. Rana tells Nelia she was sick and took the exam on Thursday. In class on Monday, Nelia approaches you to complain that it is not fair that Rana got to take a make-up exam when she was not allowed to.

What do you do?

Reflection:

Scenario 2

You are teaching a beginning level language course. The class has been a good class so far; they are willing to participate in your lessons. You spent a lot of time over the weekend designing a lesson for the class. The goal of the lesson is to help students learn how to organize travel in your language and to learn about important, interesting and famous places in your home country. You've made a Powerpoint with beautiful pictures of these places that introduces one new travel-related word per slide. You show students all 25 slides, pronounce each new word, and ask them to repeat the words one at a time. You then ask students to complete a matching activity to pair the new vocabulary with the relevant picture. About half way through the Powerpoint, you notice one student has his head down on his desk; two students are texting, and you see several students with Facebook open on their laptops.

What do you do?

Reflection:

Scenario 3

You understand how important it is to use the target language extensively in class. To help your beginner students follow along, you have established a routine for giving directions and commands: you explain the direction/give the command in the target language first, then in English. Students generally pay attention and seem to know what to do. After the first half of the semester, you decide to make the class more challenging. Now, when you give directions or commands, you only use the target language. You notice that only a few students pay attention and seem to know what to do, while some do not participate in activities or seem frustrated.

What do you do?

Reflection:

Scenario 4

In your level 2 class (Beginner-Intermediate level), Shawn is doing very well overall. He attends every class and is on time. He completes all of his written work on time and the work is usually of very high quality. However, he never volunteers to speak in class, and during partner and group-work time, you notice that he does not interact with his peers very much.

What do you do?

Reflection:

Whole Group

3 adjectives to describe the typical university student in your country

- 1.
- 2.
- 3.

3 adjectives to describe what you think the typical university student in the U.S. might be like

- 1.
- 2.
- 3.

Notes from today's session